



	Week 1	Week 2	Week 3	Week 4	Week 5 Assessment week !!
English	<p>LO: I can explore the Romulus and Remus story</p> <p>Success Criteria</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p> <p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested activities: Read the story and and get the children to make predictions about what might happen next. discuss, act out the story and Sequencing activities, Get them to decide on their own town and can they think of a good story to start it? Have a go at writing about a character from the story. Who did they like? Who was the villain?</p> <p>LOTG: Practise writing outside, in sand, foam or any other medium that suits painting pictures of Rome and Romulus and Remus and the Wolf. Re-enact the story outside with each student taking a part.</p> <p>Home learning: Watch the story of Romulus and Remus together and talk about it. (You tube) Can you find any other creation myths? Have a go at writing your own story about a town that you invent together. Talk about river and water safety and enjoy visiting a river or lake together.</p>	<p>Learning Objective: I can explore the story of Medusa</p> <p>Success Criteria:</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p> <p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested activities: Read the story and and get the children to make predictions about what might happen next. discuss, act out the story Sequencing activities, Get them to decide on their own monster and can they think of a good story to go along with their monster. Have a go at writing about medusa and her powers from the story.</p> <p>LOTG practice making the S sound in the sand. Paint medusa pictures, make a giant medusa using sticks with cardboard as a class to keep in your outdoor area. Practice getting away from Medusa and having to keep your eyes closed while a friend helps you by giving you directions.</p> <p>Home Learning: Watch the Sea of Monsters film together and see Medusa. Go for a walk and collect sticks and long grass and make your own Medusa for your garden. Practice drawing monsters and giving them names</p>	<p>LO: I can explore the story of Robin Hood</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p>		



Week 6	Week 7	Week 8	Week 9	Week 10
<p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested activities: Visit a forest and make a base camp. Read the story and and get the children to make predictions about what might happen next. discuss, act out the story and Sequencing activities, Get them to decide on their own camp in the woods and can they think of a good story to start it? Have a go at writing about a character from the story. Who did they like? Who was the villain? Was Robin Hood wrong to take money from the rich?</p> <p>LOTC practice writing outside and painting pictures. Weaving blankets to keep Robin Hood warm. Counting money and keeping as chart of how much gold we have stolen. Den building</p> <p>Home learning; Watch Disney's Robin Hood together and talk about the characters. Visit a forest and play Robin Hood. Make a base camp.</p>	<p>LO: I can explore the Story of Pandora's Box</p> <p>Success Criteria</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p> <p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested Activities: Make Pandora's box and take a class vote as to whether we should open it. . Read the story and and get the children to make predictions about what might happen next. discuss, act out the story. Sequencing activities, Write about all the horrible things in the world that you would like to put in a box.</p> <p>LOTC Make a pandoras box for outside and think of things to go in</p> <p>Home learning: paint some beautiful pandora's box pictures</p>	<p>LO: I can explore the story of Icarus</p> <p>Success Criteria</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p> <p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested activities: Make a set of Icarus wings and see if you can fly? Read the story and and get the children to make predictions about what might happen next. discuss, act out the story. Sequencing activities, Write about the characters and who is the hero and who is the villain.</p> <p>LOTC: Experiment with toys and see if you can make wings for them to fly. practice writing outside and painting pictures of Icarus and the Sun.</p>		



Week 11	Week 12	Week 13	Week 14	Notes... Home learning
<p>LO: I can explore the story of St Brigid's Cloak</p> <p>Success Criteria</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p> <p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested activities: Act out the story of St Brigid's cloak, . Read the story and and get the children to make predictions about what might happen next. discuss, act out the story and Sequencing activities, Get the students to think about what they would do with a huge growing cloak.</p> <p>LOTC practice writing outside and painting pictures. Playing with the parachute and building their own church.</p> <p>Home Learning: Visit a church together. Read about the story of St Brigids Cloak and see if you can find other stories to enjoy together.</p>		<p>LO: I can enjoy the story of the Trojan Horse</p> <p>Success Criteria</p> <p>Sensory: I can enjoy listening to stories for more extended periods S5 RC I can trace, overwrite or copy shapes and straight line patterns S5 W I can sit and look at books myself S4 RC I can make marks or symbols in my preferred medium S4 W</p> <p>Support: I can recognize or read a growing repertoire of familiar words or symbols including my own name S8 RC I can dictate captions or simple narrative S7 W I can produce letter sequences from left to right S8 THC I can name a label S8 THC</p> <p>Core: I can discuss a wide range of poems, stories and non-fiction at a level above which I can read independently S10 RC I can take turns in discussions about what is being read to me S10 RC I am aware of full stops and capital letters when I am writing S9 THC I can verbalise a simple sentence (with support) S10 THC I am aware of ? and ! in my writing S10 THC</p> <p>Extension: I can predict what might happen from details stated and applied S13 RC I can recite some stories S13 RC I can listen to and discuss a wide range of stories S13 RC I can write down new ideas and vocabularly S12 THC I can use the first 2-3 letters of words to check the spelling S13 THC</p> <p>Suggested activities: build a trojan horse and re-enact the story.Read the story and and get the children to make predictions about what might happen next. Get them to design their own animal and label how many soldiers could fit inside. Discuss and sequence the story. Write their own battle story. Make shields and get them to name their character.</p> <p>LOTC Practice building your own Trojan horse with small world play</p>		



Churchill Park School

Mid Term Plan – Key Stage 2 Year 3 and 4 Food and Festivals